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ABSTRACT

One of a series of discussion papers on the history, governance, operation, and development of the State University of New York (SUNY) community college system, this paper examines trends in the characteristics of students, faculty, and programs and the nature of academic planning and evaluation. The first section of the paper highlights the diversity of students at SUNY's community colleges and their varied educational needs. Information is offered regarding student characteristics, financial aid, headcount enrollments, residency, retention, and enrollment and graduation patterns between 1962 and 1982. Next, a section devoted to faculty and staff in the community colleges provides information related to teacher-student ratios, teacher salaries, faculty characteristics, promotion and tenure, personnel policies, and collective bargaining. The next section focuses on the academic programs of the community colleges, discussing curriculum options, remedial/developmental programs, evening and weekend courses, and student majors. Finally, a section devoted to academic planning and the effectiveness of the community college programs discusses program development, accreditation, associate degrees offered, and methods of measuring program outcomes. (LAL)

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SUNY COMMUNITY COLLEGE

TOPICAL PAPER NUMBER 3

"STUDENTS, FACULTY AND PROGRAMS IN STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES"

Dr. Freda R. H. Martens

Office of Community Colleges
State University of New York
December 1985

JC 860 021

BACKGROUND

SUNY Community College Topical Paper Number 3 focuses on "Students, Faculty and Programs in State University of New York Community Colleges." This paper is third in a series of publications discussing topics of general interest to those seeking to learn more about the history, governance, operation and development of the State University of New York college system. As in previous topical papers, the reader will continue to find the footnotes of special interest.

Dr. Freda R. H. Martens, the retired Dean of Planning and Information Services at Dutchess Community College is the author of this paper. She was also the author of earlier Topical Papers on SUNY community colleges.

This office continues to be indebted to Dr. Martens for her work in developing this series of Topical Papers on SUNY community colleges. In addition, the Office of Community Colleges wishes to recognize the work of Dr. Phyllis Bader-Borel, Director of Community College Program Development, who made a substantial contribution as editor of this paper.

Other topical papers published by this office are:

"The Historical Development of the Community Colleges of the State University of New York"

"Governance of the State University of New York Community Colleges"

Stuart Steiner
Acting Deputy to the Chancellor
for Community Colleges

STUDENTS, FACULTY AND PROGRAMS IN STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES

Student Diversity and Their Varied Educational Needs

Students at the community colleges of the State University of New York come from diverse socio-economic backgrounds and various age groups. The community colleges follow "open door" admission policies and accept students of all ability levels regardless of their age, sex, marital status or national origin. In addition, all high school graduates of the previous year and veterans are guaranteed acceptance into appropriate programs.(1)

Some students enter community colleges while still in high school by enrolling in early admission programs. Hudson Valley Community College, for example, developed such a program ten years ago with one high school (Shaker). Other students are admitted to various community colleges with advanced standing on the basis of a variety of factors, including advanced placement tests, and life and/or work experiences.(2)

Some students are former high school drop-outs with equivalency diplomas, some are "stop-outs" from the community college itself and others are transfer students "back" from four-year colleges with changed career goals. Many of these students are recognized as being late developers deserving of a second chance to pursue higher education.

An increasing number of homemakers are among these associate degree seekers studying either to revitalize and enrich their lives, or to learn updated job skills as a step toward a new career. Furthermore, some senior citizens enroll in courses for audit only, on a tuition-free basis.(3)

Enormous individual differences lie within this heterogenous student body. Some of these variations arise from the special educational needs of the students. Individual student aspirations, expectations, goals and motivations also differ. Some differences stem from parental desires that are rooted in social pressures for upward mobility.(4)

Sixty percent of the community college students currently receive state financial aid of some sort; and 82.6% of these students come from families with net taxable incomes of under $14,000.(5) The students participate in federal financial aid programs and in New York's Tuition Assistance Program. Twenty-one of the community colleges also participate in State University's Equal Opportunity Program. This program supports the matriculation of economically and educationally deprived youngsters who have the potential for higher education but need remedial instruction and counseling along with financial assistance in order to study as full-time students.(6)

The size of the community college student body can best be measured in terms of full-time equivalent (FTE) students. FTE counts are developed regularly from the credit hours taken by full-time and part-time students so that valid comparisons between the colleges can be made. Community college FTE students were 88,216 in 1971/72 and 132,849.6 in 1982/3, making a 50.6% increase in twelve years.(7)

The headcount of full-time degree credit-course students alone totalled 65,039 in the fall of 1971 and 93,906 in the fall of 1982, a 44.4% increase in twelve years. The headcount of part-time degree credit-course students totalled 52,818 in the fall of 1971 and 88,230 in the fall of 1982, a 67.0% increase in the same twelve-year period.(8) This enormous increase in the student body surpassed all predictions and it was only in the fall of 1984 that any indication of a decline in student enrollment began to appear.(9) Data also shows that just over 5% of the full-time students enrolled in the fall of 1983 were admitted as transfer students, with about half of them coming from other institutions of the State University system.(10)

By the fall of 1983, 49.4% of the full-time community college credit students were men and 50.6% were women, an almost complete reversal of the percentages of seven years earlier. Also in fall of 1983, 39% of the part-time credit students were men and 61% women, a small shift in favor of women, when compared with seven years earlier.(11)

Furthermore, 80.2% of the full-time credit-course students and 40% of the part-time credit course students in the fall of 1983 were 22 years of age or under.(12)

Reports show that over 96% of the full-time community college students have consistently been residents of New York State, with the percentage of students coming from other states and countries varying between 2% and 4%. The percentage of students known to be permanent residents of their community college sponsorship area increased from approximately 65% in the 1960's to nearly 75% in the early 1980's.(13) Clearly, then, the community colleges serve a local constituency and this alone has a great impact on the nature of the educational programs offered.

The proportion of students enrolling in the various diploma and certificate programs offered by the community colleges can be broken down as follows: Of 132,849.6 FTE students reported above in 1982/3, 26% were in business-related programs. Thirty eight percent in technical programs (with an engineering/science related orientation) and the remaining 36% in health, public service and interdisciplinary (college transfer) programs.(14) The number of students in the latter general education field has dropped in recent years.(15)

Most community colleges monitor very carefully the retention and attrition of their students. Attrition should not be confused with "program change," which is often nothing more than an

internal switch made by the student. Program changes occur frequently in the first year of study, as students make more realistic decisions regarding their educational and career goals.(16) This, together with the need for extensive remedial work by some students, and the relative ease with which students also switch from full-time to part-time status, in the face of economic necessity and personal problems, means that some students may still be enrolled after four semesters or full-time and near full-time study.

On the other hand, many students do not wait to graduate from their community college before transferring to a four-year school. About twenty percent of the full-time students in an entering class transfer to four-year colleges without first obtaining an associate degree, but about another 33% non-degree recipients are no longer enrolled in their community college five years later.(17) When these latter "drop-outs" are located and surveyed, it is often evident that they withdrew for legitimate reasons. Such former students invariably express a desire to return to their community college at a later date. The fact that they often do this increases the ever-growing size of the part-time student body and requires extensive record-keeping on the part of the registrars and other student personnel service staff.

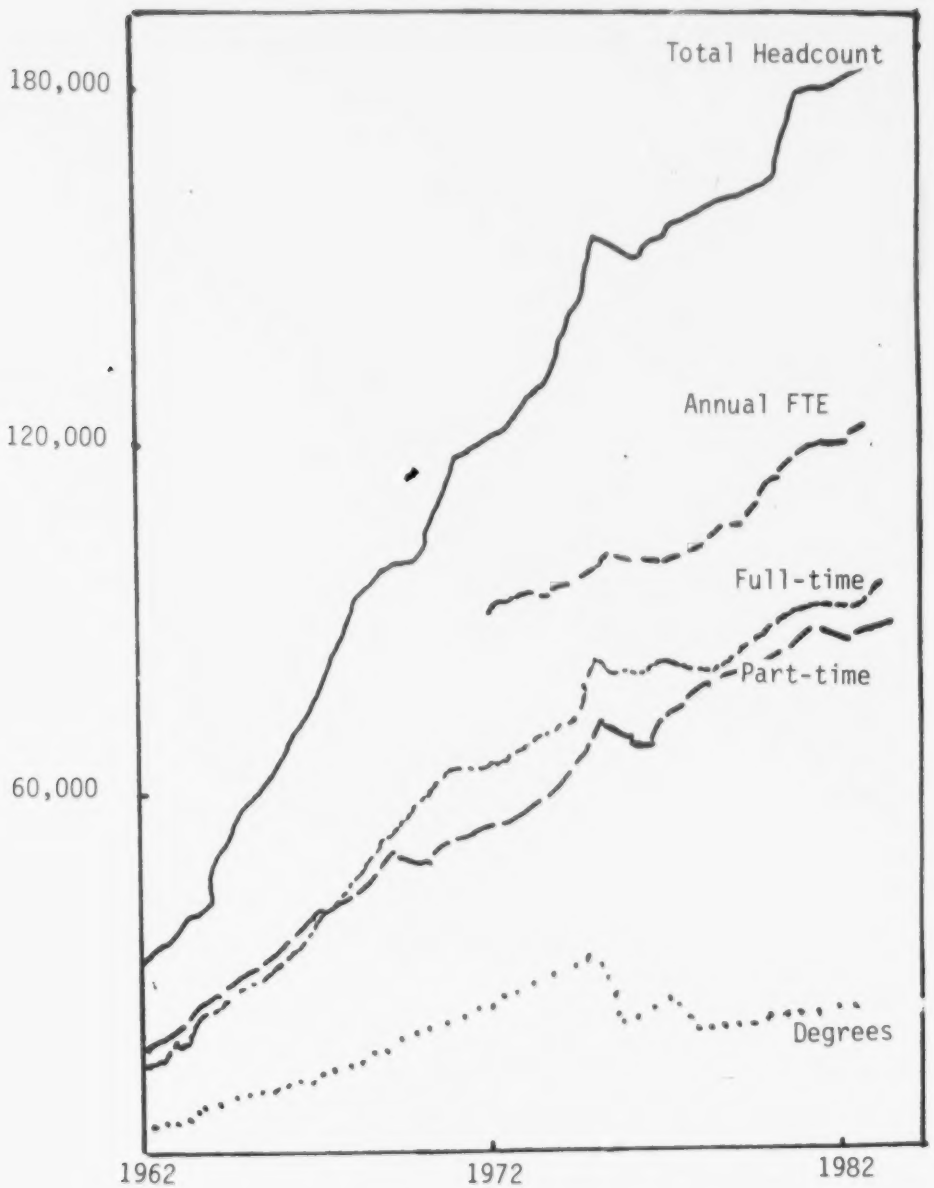
All of the community colleges enroll an enormous number of adults as part-time students in non-credit courses of all kinds, in addition to the part-time enrollment of older students in credit courses. It is estimated that 80% of the 60,000 and more non-credit students presently enrolled in the community colleges are seeking improvement in their work skills.(18) Certain non-credit courses that provide community service, vocational or remedial instruction are eligible for state aid and served 3,466 FTE students alone in 1982-1983.(19) Furthermore, students in special courses offered under contract with local businesses and industries served 820 FTE students in the same year.(20) Other non-credit students are in continuing education and community service courses that are vocational and cultural in nature and are not eligible for state aid.

As the Special Report of the Community Colleges of State University "On the Move" states, the community college student body is indeed:

> an amalgam of recent high school graduates, working adults, transfer students from other colleges, evening and weekend students, "contract course" students who work for local industries, and non-credit students taking advantage of mini-courses, "winterim" courses, and special workshops.(21)

State University of New York Community Colleges

Enrollment & Degrees



Faculty and Staff in the Community Colleges

Community college personnel consists of professional service staff and non-professional employees. Teaching faculty and other professional administrative staff are part of the professional service.

There were 848 full- and part-time faculty members in the community colleges in 1958 when full- and part-time students totalled 11,521. Five hundred and thirty-nine of these faculty were full-time and 309 part-time.(22) By the fall of 1983, full- and part-time faculty had grown to 10,443 (with a four to six distribution between them) and the student body to 184,848.(23) The ratio of FTE students to FTE faculty varies among the individual community colleges but has been 18.5% to 1 since 1977-78 on a composite basis for all community colleges.(24)

The mean salary of the community college faculty was $28,069 in 1983 but ranged from an average of $15,359 for a full-time lecturer (probably with no previous teaching experience) to an average of $35,268 for a full professor, with many years of teaching service.(25) Individual college salaries vary considerably both below and above these averages because of economic conditions in the sponsorship area and the salary agreements bargained with faculty unions.

In 1983, 36% of the faculty were women and 4.5% were minority group members.(26) This represented a 5% and 0.5% increase respectively over 1975.(27)

The community college faculty are as heterogeneous in educational background and technical skills as their students. They can be viewed as technicians, theorists, researchers, artists and, of course, traditional professors from a variety of academic disciplines and technologies. Almost all have masters degrees and a few, usually the full professors and department chairmen, have doctoral degrees. Community college faculty are essentially teaching faculty, responding sensitively to their students' varied educational needs and learning capabilities. They seek to extend their teaching beyond the classroom and look for ways to enhance maximum student learning and whole student growth through their skills as communicators, learning facilitators, academic advisers, and role models.(28) Jamestown Community College for example, says, that within its institution there is:

> a college-wide commitment to provide the very best education to all students of the college while maintaining the personal, friendly atmosphere which has been a part of the college throughout its history.(29)

A professor of English at Suffolk Community College also points out that "the ways of teaching are as varied as the personalities of the teachers."(30) Indeed the range of teaching techniques extends from the use of cognitive methods in both

large and small groups to individualized instruction in special learning environments, to practicum, and to a variety of modes of teacher/learner interaction especially devised to help students succeed in their educational goals. Innovative audio-visual and programmed learning materials are widely used. Computerized instruction and other uses of micro-computers are increasing rapidly throughout the network of community colleges.

In the community colleges, promotion and tenure, where the latter exists, depend almost entirely upon the teaching effectiveness of the faculty member. A variety of faculty development programs have been established by the colleges, often through the collective bargaining process, to assist faculty, enlarge their knowledge and improve their teaching ability. Special campus training programs, tuition waivers, educational leaves, graduate tuition assistance and special grants are examples of the programs that exist. Attendance at conferences and summer workshops and involvement in the Faculty Council is encouraged. Many of the articles written by faculty in the State University of New York Office of Community Colleges' Insight provide evidence of a continuing faculty quest for improved teaching skills.(31) Furthermore, the new humanities-oriented Esprit launched by Orange County Community College illustrates a renewed commitment by the community college faculty to the teaching of humanities and communications in all programs.

The community colleges were faced in their early years with the necessity of hiring faculty who had little or no understanding of the nature of community colleges and the students to be taught. Many orientation sessions and workshops had to be held. Although faculty recruitment is less of a problem today, new faculty still need time and help in learning the traditions and mores of their institutions. Faculty turnover, too, was relatively high in the past and remains so among adjunct (part-time) faculty hired for special courses and overload assignments. Unlike the four-year institutions, little use is made of graduate students as assistants, leaving the full responsibilty of teaching and grading to the community college faculty themselves. However, there is a greater need today, than in the past, for faculty capable of teaching inter-divisionally, for the retraining of "senior" faculty unacquainted with computerized techniques, and for help with the continued training and development of newer faculty.

Community college faculty have had the right to organize and negotiate their terms and conditions of employment since the passage of New York's Taylor Law in 1967. As a result, a varied pattern of bargaining has developed across the state with all but one community college so involved. Faculty participation in academic governance has tended to decline, creating, in some instances, a new polarization of faculty and administrators. Although a common pattern is generally visible in the terms of settlement made at the bargaining table, there are great variations across the state in the details of the agreements. The

present trend is toward what is called "mature" collective bargaining because such matters as jurisdictional issues and the creation of grievance procedures with binding arbitration have been largely resolved. The major problem facing both community college faculty and administrators today, apart from periodic salary disputes, is living with the contract. Daily interpretations are sometimes needed, forcing the community college presidents, who have the prime responsibility, to assume greater authority in these matters.

Although the procedures relating to personnel policies are affected by collective bargaining and other state and federal laws, there are specific areas in which major policies have been developed by the local boards of trustees. These are: staff promotion, tenure (if any), personnel evaluation, dismissal, retirement, termination, outside employment, leaves of absence, sabbaticals and academic freedom. Local policy manuals record these matters.(32)

An extraordinary variety of administrative titles are found in the community colleges.(33) It is difficult to generalize about these titles and the salaries they carry. In some cases, administrators are excluded in whole or part from the collective bargaining units.(34) Furthermore, differing county civil service procedures make comparisons among support staff difficult to do. Yet, Equal Employment Opportunity (EEO-6) data for 1983 indicated that of the full-time staff in all the community colleges, about 46% were faculty, 14% other professional staff and 40% support staff.(35)

The Academic Programs of the Community Colleges

The comprehensive community colleges of New York State provide by law occupational/technical programs leading to careers, the first two years of baccalaureate education suitable for transfer to four-year colleges, continuing education for adults and developmental education for those who need it.(36) Genesee Community College, for example, expresses these purposes this way:

> The College offers a comprehensive and growing program for studies designed to fill the dual need for a quality program for students who plan to complete a bachelor's degree at a senior college and for a realistic variety of career programs for those who intend to seek employment upon completion of a two-year curriculum. In addition, the College serves the community through an evening program for adult or working students. This program is designed to parallel the day program and to meet the needs for special and non-credit courses.(37)

A wide range of curriculum options are embedded in this mission. Over 200 different curricula are listed for the community colleges in the State University of New York's Application Guidebook leading to AA, AS, AAS and AOS degrees. They can be grouped, however, into a few standard discipline and technology areas, namely:

Interdisciplinary - studies involving more than one major discipline but without primary concentration.
Business and Commerce Technologies
Data Processing Technologies
Health Services and Paramedical Technologies
Mechanical and Engineering Technologies
Natural Science Technologies
Public Service Related Technologies

In addition, some community colleges have programs in Business Management, Engineering and Fine and Applied Arts disciplines leading directly to four-year college transfer opportunities.(38)

Certificates and associate degrees are awarded for one- and two-year programs and for some one-plus-one programs established with BOCES and/or neighboring community colleges. At one specialized community college, Fashion Institute of Technology, bachelor and masters degrees are awarded.

Those community colleges that were formerly Institutes of Applied Arts and Sciences were unable to offer AA or AS degree programs in interdisciplinary disciplines until 1957. General education programs for transfer to four-year colleges were then permitted at these colleges at the option of their local sponsors.(39) All general education programs are designed to provide broad knowledge, to develop critical thinking, and to help students clarify their values and gain an understanding of the meaning of life.

All career programs seek to assure that the program graduates have the technical competence needed to compete in the labor market with their level of training. The skills learned are expected to benefit the graduate individually and thereby contribute also to the welfare of the state and nation. All technical programs include some component of general education not only as an aid toward good citizenship but also as a basis for further learning if and when the career training becomes obsolete. A special emphasis has been placed recently upon communication skills in all classes and on insuring that all community college students are adequately proficient in writing and speaking at the time of their graduation. "Writing across the curriculum" is a program used in many community colleges.

It was in 1961 that it become abundantly evident that curriculum titles, structure and even course content itself were so excessively varied among the community colleges that their program quality could be questioned. Revised approval procedures were then established by the State University to insure that the curricula served the needs of the students and the community in the area in which the college was located without leading to unnecessary program duplication. Local participants in this process of curriculum development often continue to provide expert advice on training and employment problems through service later on program advisory committees.(40) Some new community college programs recently developed include: Trade Journeyman/Apprentice Training at Onondaga Community College, Corporate Services at Broome Community College, and Individual Studies (AA) at Columbia-Greene Community College. Today's interest in high technology is evident at many community colleges where the number of individual computer courses have expanded and where special programs, such as Laser-electronic Optics have been introduced (e.g. at Hudson Valley Community College).

Particular attention has been given since 1970 to the development of flexible remedial/developmental programs in order to widen access to the community colleges' regular programs and to provide new opportunities for students previously barred from admission.(41) Individualized instruction, tutoring and programmed learning are frequently a major part of remedial education. At this time, there is also a growing tendency toward closer cooperation with area high schools and BOCES in the provision of these kinds of programs.(42) Even so, remedial/developmental education remains an area of community college education that faces almost continuous study and evaluation.

The merging of evening and weekend credit courses originally designed for adults, into the regular programs of the community colleges, has occurred in recent years at colleges implementing the "one college" concept. Flexible scheduling has opened many regular courses and programs to older citizens so that previous concepts of continuing education are being replaced rapidly with newer ones of lifelong learning and of public/community service through both credit and non-credit intellectual and cultural courses designed to broaden educational experiences and enrich lives. Community service activities are developed to meet specified educational needs of individuals or groups. These activities may consist of community experience programs, help with community problems, public affairs education, conferences, institutes, workshops, mass media education, and certain specialized services to the public such as cultural and recreational activities, health services, and public education on a variety of topics. A few colleges have established, therefore, special learning and training centers, e.g. Business Development Centers at Corning and Ulster County Community College; Productivity Centers at Mohawk; Academic Arts at Westchester; Norrie Point Science Center at Dutchess; and the Roger Tory Peterson Institute for the Study of Natural History at Jamestown. Such a concept of

community service is a comfortable one for many community colleges and is believed by them to be an evolving mission.

The most extensive of State University of New York community colleges' services to business and industry is at this time the contract offerings of occupational training and assistance for the purpose of creating, improving and retaining job opportunities in the region and states.(43) One hundred and nine (109) industries were provided with 172 courses for 667.2 FTE students (43,372 enrollees) in 1981-82. In 1983-84, 270 industries were provided with 523 courses for 1274.8 FTE students (25,972 enrollees).(44) All of these activities recognize the important role a community college can play in helping businesses and industries to train and develop their employees so that by working together productivity can be increased and the educational skills of the workers broadened.

Nearly all of the community colleges also participate in JTPA (Job Training Partnership Training Act), a federal program started in late 1983 to upgrade the vocational and academic skills of thousands of under-prepared, under-employed and out-of-work citizens. Some community colleges provide training through contracts with the newly established local service delivery areas (i.e. the prime sponsors) and some operate through JTPA grants received from the State Education Department. Twenty-five community colleges are involved at this time in JTPA training with twenty-two of them providing vocational training, 14 basic academic skills, 12 counseling and 10 job placement.(45)

This extensive assortment of educational activity illustrates not only the innovative approach to learning found in the community colleges but shows also their widespread commitment to education for all beyond the high school level.

Program Distribution of FTE Students
1982-83

Total= 132,849.6

Business Programs	35,194.4
Technical Programs	50,364.9
State Aided Non-Credit Courses	3,466.2
Interdisciplinary, General Education & Program Not Chosen	43,824.1

Academic Planning and the Effectiveness of Community College Programs

Academic planning in the State University of New York community colleges is focused at the local level. It is not and cannot be distinct from the mainstream of a college's decision-making process, yet it also involves some statewide coordination in order that unnecessary regional duplication of degree and certificate programs is avoided, while the fullest possible use of scarce resources is assured. Academic planning involves making decisions that will have a major impact on the college in the future, on its departments and on its educational program objectives. It requires a determination of the resources to be obtained and allocated in order to meet the continuing educational goals of the college. For this reason, it cannot be entirely separated from fiscal planning and budgeting.

Guidelines for the development of new academic programs have been established centrally. A letter of intent, justifying the need for the program must first be prepared. When a positive response to the initial letter is received from the State University, the faculty develop a detailed prospectus of the program giving its title, the academic degree to be awarded, the course descriptions, the proposal's relationship to long-range plans, the human and material resources needed, anticipated costs, expected student enrollments, probable job opportunities for the graduates and the evaluation procedures that will be used to measure the success of the program. Evidence is also required of all local resolutions passed in support of the new program.(46)

State University of New York trustees are required by law to formulate long-range plans that contain recommendations to the Board of Regents and Governor concerning plans for new curricula, facilities and admission policies.(47) New programs proposed by the community colleges may require, therefore, master plan amendments, along with assurances that the idea has been reviewed by other colleges in the region.(48)

New program development and program improvement almost always grow out of evaluation processes. With this in mind, State University established a five-year program review policy for all community college degree and certificate programs. A second review cycle is underway at the community colleges at this time. The intent is to keep curricula up-to-date and to insure that those programs no longer serving an adequate function on a cost effective basis are discontinued.(49) Action to discontinue a degree program requires substantial review and approval along the same lines as the original approval procedure.

The community colleges were first included in State University's multi-phase rolling plan in 1982. This plan links programming to budgeting, in order to carry out the state-approved priorities of the master plans of the University.(50) Five-year enrollment projections are made by the community colleges and program offering statements developed as a part of this basic planning activity.

State University of New York has recommended that community colleges develop their own campus plans in conjunction not only with the University-required five-year program reviews but also as a part of their ten-year Middle States reaccreditation process. Currently community college planning procedures at the local level, therefore, vary. Columbia-Greene holds annual administration/faculty retreats for planning purposes. Tompkins Cortland developed a "strategic" plan with a WOTS-UP analysis in 1979. Broome created new mission and goals statements along program and major activity lines, complete with sub-goals and objectives for its upcoming academic year. All community colleges prepare self studies for reaccreditation purposes.

Accreditation by the Commission on Higher Education of the Middle States Association of Colleges and Schools includes an extensive self study process followed by an evaluation by outside reviewers.(51) This added dimension to community college academic planning helps to ensure quality in all the educational programs. At this time, all community colleges are fully accredited by Middle States. Some colleges also seek special accreditation of certain programs such as the AAS Nursing program by the National League of Nursing. However, the Carnegie Commission for Higher Education recommended in 1970 that a single accreditation process suffice.(52)

Over 24,000 associate degrees are now being granted per year by the community colleges and a few BA's in addition at the specialized community college Fashion Institute of Technology. The 24,428 degrees awarded in 1982-83 represent a 53% increase from 15 years earlier.(53) These awards are invariably made in the same proportion as the number of students enrolled in the various programs, regardless of program switches, "stop outs", "drop outs" and transfers out of the institutions.

	% of Enrollment 1978-79	% of Total Awards
Interdisciplinary	30.2%	25.5%
Business Tech	30.0%	27.6%
Data Processing Tech	3.3%	2.0%
Health Tech	8.1%	13.9%
Mech Eng Tech	9.2%	10.7%
Nat Science Tech	1.5%	1.8%
Public Serv Tech	8.5%	10.0%
Business Mgt	5.7%	6.5%
Engineering	2.2%	1.5%
Fine Applied Arts	8%	7%

(54)

Of the 24,428 associate degrees awarded in 1982-83, 60% were given to women.(55) In addition, 1602 certificates for approved programs of a semester or longer were awarded, of which 62% were

given to women.(56) Business and health career programs tend to head the list of associate degrees awarded, but this varies considerably among the individual colleges.

Recent data shows that over 5,000 students in the fall of 1983 transferred into the state-operated units of the State University from the community colleges, with or without first obtaining an AA, AS or AAS degree.(57) In fact, State University policy guarantees junior level status to AA and AS community college graduates transferring to a State University four-year unit, but many career program students and graduates transfer also. Potsdam automatically accepts AA and AS graduates with 2.5 GPA or better, while leaving it to other would-be transfer students to follow the regular admission. The SUNY College at New Paltz has also recently eased its transfer procedures for Dutchess, Orange, Rockland and Ulster community college graduates. Furthermore, individual community colleges often make special transfer agreements of their own with private four-year colleges both in and out of state. Recent State University data indicates that approximately 70% of the community college transfer students continue the following year at their State University transfer institution.(58)

The matter of successful program outcome is, indeed, not easy to measure. Community college surveys developed for Middle States review and special in-house studies are undertaken to access program needs and the level of success achieved in meeting program goals. Yet, the impact of the community colleges on their students may only become visible years later when data collection is almost impossible to accomplish. Process measures, such as the number of degrees awarded, do not and cannot reflect the quality of the teaching given or of the learning achieved and may not even relate at all to the program objectives expressed by the college. it is for this reason that the testimony of the faculty and of the students themselves is often sought. The State University of New York's booklet <u>On the Move</u> is a resounding expression of the high esteem in which the work of the community colleges is held by both faculty and students.

Footnotes to: **STUDENTS, FACULTY AND PROGRAMS IN STATE UNIVERSITY OF NEW YORK COMMUNITY COLLEGES**

1. State of New York. Laws of 1970, Chapter 811 (i.e., "Full Opportunity Law"). All community colleges now participate in this program.

2. State University of New York. Policy Handbook, #16.

3. State of New York. Education Law, Section 6303.d. This law permits persons 60 years of age or over to audit courses on a space available basis without paying tuition, taking an examination, or receiving either grade or credit for the course.

4. No extensive study of New York's community college students has been done along the lines of K. Patricia Cross's 1968 study: The Junior College Student: A Research Description, but the various studies undertaken by local campuses both as a part of and separate from Middle States self-studies elaborate upon the heterogeneity of their students.

5. State University of New York. The Community Colleges of the State University of New York. Democracy's Colleges, 1982, pp. 7 and 4.

6. State University of New York's Equal Opportunity Program (EOP) uses criteria for economic disadvantagement as established by the Board of Regents for HEOP in the private colleges. Plans for EOP are developed by the local colleges, which also make contracts with SUNY for the necessary funds. Six community colleges participated in EOP in 1970-71 when the program first began.

7. State University of New York. Office for Community Colleges, Office of Institutional Research and Planning and Office of Finance and Business. Compilation of Statistical Data Concerning the Community Colleges of the State University of New York 1983-84, p. 107.

8. Ibid., p. 45. Full-time credit course headcount in the fall of 1983 was 95,929 and part-time 88,919.

9. A 4% decline in full-time and part-time credit students from the fall of 1983 was reported in October, 1984. The drop was from 184,848 to 177,469. However, some campuses also reported that their enrollment counts were delayed and incomplete at that time.

10. SUNY. Compilation...op cit., p. 166. Of 4,951 students admitted to programs for full-time study, 46% came from State University colleges. (119 were also admitted without designating their programs.) Of this transfer group of

students, 22% came from other community colleges, 7% from two-year Agricultural and Technical Colleges and 17% from senior institutions of the State University.

11. Ibid., p. 47.

12. Ibid., p. 47.

13. Ibid., p. 75.

14. Based on ibid., pp. 108-110.

15. Community colleges that started under the 1948 enabling legislation (i.e., other than the former Institutes of Applied Arts and Sciences), found it easier and cheaper to begin their existence with university parallel programs. In the early 1960's it was thought that substantial numbers of students could be diverted from the lower divisions of the four-year units to the community colleges in order to relieve the demand on four-year college facilities. However, it became clear by the 1970's that no large increase in the number of transfer students from the community colleges to the four-year units had occurred. (See also: SUNY. Progress Report on the Implementation of the Master Plan of 1976, June 1978, p.2.) The present decline in liberal arts programs is endemic to all such programs in the country and is a direct result of present-day economic conditions and student demand for training leading to immediate employment. SUNY's 1976 Master Plan (p. 31) did, however, point out that the greatest program activity in the community colleges at that time was in interdisciplinary studies, where 31.7% of the enrollment existed and where 37.4% of the degree awards were made.

16. A community college student chooses a program at the time of matriculation, usually when enrolling as a full-time student. In the four-year liberal arts colleges of the country this is not usually done until the end of the sophomore year.

17. Based on SUNY. Compilation...op cit., p. 151. A variety of Student views about themselves, their goals and their community colleges is in: State University of New York. The Community Colleges of the State University of New York. Special Report "On the Move", September, 1984, pp. 27 to 30.

18. Ibid., p. 18.

19. SUNY. Compilation...op cit., p. 112.

20. Ibid., p. 111.

21. SUNY Special Report...op cit., p. 2.

22. State University of New York. Board of Trustees. Annual Report, 1958, p. 60.

23. SUNY. Compilation...op cit., p. 175.

24. Ibid., p. 179.

25. Ibid., p. 178.

26. Ibid., p. 194. These percentages are slightly higher (i.e., 38% for women and 5% for minority group personnel) when all professional staff are included.

27. Ibid., p. 193.

28. See: SUNY. Special Report...op cit., pp. 8 to 12 for numerous views of faculty about their students and their teaching.

29. Jamestown Community College. Catalog 1984-86, p. 3.

30. State University of New York. the News, November-December 1984.

31. Some examples are: "Making it Now: Introducing Poetry Through Writing Poetry" and "A Strategy for Mastery Learning in English Composition" in Insight, 1983-84; and "Cross-Disciplinary Writing" and "Innovations in Laboratory Training for MLT AAS Degree Students" in Insight, 1984-85.

32. Differences of opinion exist regarding the line separating policy from procedure. Some personnel experts believe that major policy development is a trustee matter, but the procedures to implement such policy belong to the realm of collective negotiations.

33. SUNY. Compilation...op cit., p. 177 shows, in summary, the major types of positions held by administrators in community colleges.

34. Ibid., p. 192.

35. Ibid., p. 193.

36. State of New York. Education Law, Section 6303.1.

37. Genesee Community College. Catalog 1984-86, p. 10.

38. While SUNY's 1976 Master Plan reported 31.7% of the enrollment in the interdisciplinary area and 37.4% of the degrees

awarded, 1978-79 data showed this to be 30.2% and 25.5% respectively.

39. State of New York. Education Law, Section 6303.1.b as amended by the Laws of 1957, Chapter 828.

40. Ibid., Section 6303.1.c and SUNY Policy Manual #116. See also footnote #46 below.

41. State aid for non-credit remedial courses and the provision of financial aid through federal programs, state EOP and now STAP has helped to expand remedial programs in the community colleges.

42. Westchester Community College has developed a "model" contract with its area BOCES.

43. State of New York. Laws of 1981, Chapter 113 and as extended in 1983 by Assembly Bill #5461.

44. State University of New York. Office for Community Colleges. "Contract Course Report 1983-84." January, 1985, p.1.

45. JTPA takes over where CETA left off. The law became effective as of October, 1983 and is designed to upgrade vocational and academic skills of under-prepared, under-employed and out-of-work citizens.

46. SUNY. Policy Manual, Nos. 116 and 144.

47. State of New York. Education Law, Sections 355.1.c and 354.1.

48. SUNY. Policy Manual, No. 117.

49. Ibid., Nos. 178 and 143.

50. State University of New York. "A Multiphase Rolling Plan" for the State University of New York, 1980; and Memorandum to the Presidents of the Community Colleges from Clifton R. Wharton, Jr., Chancellor, December 22, 1981.

51. Middle States Association of Colleges and Secondary Schools. Commission on Higher Education. Institutional Self-Study Handbook, 1971 and Handbook for Institutional Self-Study, 1977.

52. The Carnegie Commission on Higher Education. A Special Report. The Open-Door Colleges "Policies for Community Colleges," June 1970, p. 49.

53. Based on: SUNY. Compilation..op cit., p. 133.

54. Based on: SUNY. Master Plan 1980, p. 28.

55. Based on: SUNY. Compilation..op cit., pp. 133 and 147.

56. Ibid., p. 146.

57. Ibid., p. 170. The actual figures were: 5,338 students transferred into senior college programs, of whom 2,843 (53%) had associate degrees (1,648 being AA or AS degrees and 1,195 AAS) and 2,495 (46%) had no associate degree. Of course, other community college students (graduate and non-graduate) transferred to private colleges both in and out of state.

58. Ibid., p. 230.

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